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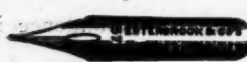
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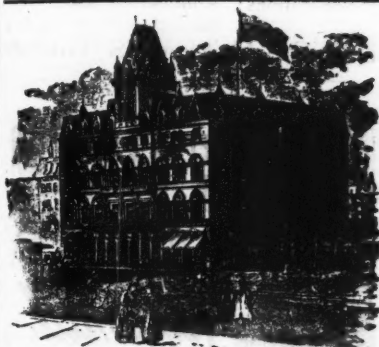
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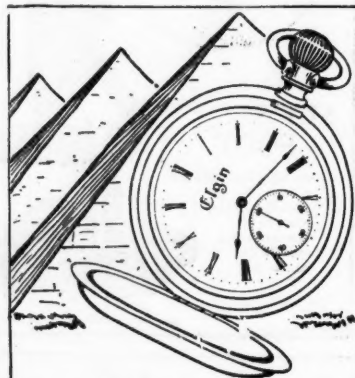
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For the Week Ending September 30.

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## Conduct and Its Marking.

By WILLIAM E. CHANCELLOR, Bloomfield, N. J.

The behavior of school children is to-day of as little interest to teachers as was their nature twenty years ago before the beginning of systematic child-study. Both the theory and the practice of criticising the conduct, character, deportment of our pupils are entirely without accepted standards among teachers. Upon all questions of morality we are at sea without chart, compass, destination, or star to guide us. There is an utter confusion which is so vast and so vague that most of us are entirely unconscious of it until by some accident two or three get together and try to compare our views. Then we find that comparison itself is almost impossible, for we have no common definitions of terms, no common language for mutual understanding and agreement or disagreement.

I state a fact when I say that very few teachers are willing either to discuss the subject or to listen to any discussion. Each of us likes to do what is right in his own eyes and dislikes to hear what others are doing. Under the circumstances this is exactly what one ought to expect; there can be no interest where there is no common knowledge.

Here are a few points that give evidence of the correctness of these criticisms: I have heard a school principal of distinction say that no child's conduct should ever be marked. There is one very well-known school superintendent who directs all his pupils to be marked first for conduct and second for courtesy. Another principal of a very large school permits whispering at any time anywhere and forbids marching in line in hallways. Some cities have the custom of marking pupils by percentages in behavior as the behavior were a school subject. I have known these marks to be averaged in as part of the promotion mark. In other cities pupils are marked as excellent, good, fair, poor, bad in conduct. Still others use the words satisfactory and unsatisfactory. I have heard a very able man say that every morning the pupil should start with one hundred per cent. in conduct, with the presumption in his favor that he would continue perfect for the day. Another educator whom I questioned as to his views pronounced an opinion that no teacher is competent to mark deportment but that in his school he gave all the marks. All who had never been sent to his office received "excellent."

Then let us look at the matter from a different point of view. What are we marking when we mark deportment? Some of us use the word conduct, others, behavior, others have their various terms. Does anyone know what is the actual content of the term he uses in its practical application to the individual child? Why is John "excellent," or Mary "85," or Thomas "satisfactory," or James "bad," or Susan "minus 7 demerits, result 93"? Why is it an offence in a class-room for a boy to ask a question without raising his hand, and not an offence to be marked in the same class-room for him to tell an untruth? What are we talking about when we discuss discipline and school-room order?

Clearly we have come in our educational evolution to the time when we must decide one question: Is education concerned with morality? Is it any part of the educational endeavor to develop righteousness? Is conduct

the test of the personal life, and if so, are the schools charged with the duty of cultivating conduct?

There are too many metaphysical enigmas for our profitable discussion here. Let us suppose we have come to the conclusion which is, I believe, close to the consciences of most teachers. And let us state the conclusion in this form: Education is an effort to develop such a character as manifests itself in conduct beneficial to society. He is a good man whose neighbors like and respect him. This may not be a sufficiently high ideal, but I know of no educators for whom it is too high. And now let us ask once more,—What are we marking when we mark conduct?

As usual we who teach can learn a great deal from our professional friends, the lawyers, the physicians, and the ministers. These are the men who know most about the manners and customs which lead to the welfare of society. Both the lawyers and the ministers tell us not to judge men's characters at all; and the lawyers insist upon our considering only overt acts. The parent who asked when his boy brought home the mark "poor" in conduct, "What did he do?" was presenting to the mind of that teacher the fundamental principle both of jurisprudence and of Christianity. For the minister supports the lawyer's demand for the evidence of acts with his religious doctrine of "works" as the true signs of the heart. By what right does any human being mark another man, woman, or child, for the quality of "impertinence" or of "laziness"? The physicians long ago told us who would not lend the hearing ears that digestion and circulation have more to do with grace, and ease, and energy, with crossness, insolence, indolence, than have either ethics or morals; and that this is especially true of children. Nor should we forget the religious doctrine of conversion; how often the child wanders from good conduct because he knows too little about what good conduct is! It is my experience that nine out of ten of those school-derelects who drift to the central office with reports of unendurable conduct from their teachers' pens need not exhortation or rebuke but simple and clear information. If the teacher will but consider the amazing complexity of our social relations and the innumerable possible acts of the individual boy or girl, he will more often believe the boy's statement that he did not know what was right. This statement does not turn the violation of the law into conformity with it, but for a boy or girl it clears away the moral guilt.

There is one apparently irremediable defect in all marking of children's conduct. The teacher sits as prosecutor, witness, and judge. The very best teacher is sometimes wrong. She is very often wrong when she characterizes her children by their qualities; much less often when she considers actions only. And the man who teaches equally often misses the truth of children's character. Reading of hearts is not for human beings. Who with any certainty or reasonable probability can say that this boy is "excellent" and that one "50 %" in character which is the fountain of conduct? Is it not very often true that outward order conceals deceit and that the effort to get a high deportment mark is the issue of one of the worst human traits, vanity? My plea is to do away with all these terms and generalizations and percentages and to deal with facts only so far as we can determine the facts.

(Continued on page 314.)

## Educational Thought in Current Periodicals.

### Affection in Education.

The place of affection as an educative force in school life is a matter which is beginning to attract some attention. Mr. Edward Carpenter, in an article in the *International Journal of Ethics* for July, shows that it is worthy of most careful study. He devotes his paper principally to the conditions among boys and in boys' schools, but adds that they apply in the main to girls' schools as well.

The writer says that any one who understands school boys knows that they are capable of forming romantic and devoted attachments, these being often between an elder and a younger boy. They are apt to be begun by the younger, who naively allows his admiration of the elder to become visible. That these attachments may be of great value is evident. The younger boy looks on the other as a hero, thrills with pleasure at his words of praise or kindness, imitates, makes him his pattern, learns exercises and games, or picks up information from him. The elder becomes protector and helper, the unselfish side of his nature is drawn out, and he develops a real affection for the younger. He takes all sorts of trouble to initiate his *protégé* in field sports or studies, is proud of the latter's success, and leads him on later perhaps to share his own ideals of thought and work.

Mr. Carpenter says that it must be evident that, to the expanding mind of a small boy, to have a relation of real affection with some helpful and sensible elder must be a priceless boon. In this connection he gives a portion of a letter from an elderly man of large experience as a teacher, who writes:

"It has always seemed to me that the *rapprochement* that exists between two human beings, whether of the same or different sexes, is a force not sufficiently recognized, and capable of producing great results. Plato fully understood its importance, and aimed at giving what to his countrymen was more or less sensual, a noble and exalted direction. \* \* \* As one who has had much to do in instructing boys and starting them in life, I am convinced that the great secret of being a good teacher consists in the possibility of that *rapprochement*; not only of a merely intellectual nature, but involving a certain physical element, a personal affection, almost indescribable, that grows up between pupil and teacher, and thru which thoughts are shared and an influence created that could exist in no other way."

#### Among the Greeks.

"Old Greek customs," continues the writer, "not only recognized friendships between elder and younger youths as a national institution of great importance, but laid down laws concerning them, as guides to the elder in what was acknowledged to be a position of responsibility. In Crete the friendship was entered into in a formal way, with the understanding and consent of relatives, it became the business of the elder to train the younger in skill of arms, the chase, etc.; while the latter could obtain redress at law if the elder subjected him to insult of any kind. At the end of a certain period the younger could leave his comrade if he so desired; if not, he became his squire or henchman and henceforth they fought side by side in battle."

#### Modern Life.

Mr. Carpenter, in turning to the schools of to-day, finds an appalling descent to the most uninspiring conditions. So far from friendship being an institution whose value is recognized and understood, it is at best hardly acknowledged, and it is often actually discountenanced. And tho such attachments exist, they exist underground, as it were, and at their peril. In any such atmosphere the chances against the formation of a decent and healthy attachment are very large. If the elder youth be given to sensuality he has here his opportunity; if he is not given to it, the ideas current around him probably have the effect of making him suspect his own affection, and he ends by smothering and disowning the best part of his nature.

### Facts to be Recognized.

There are then in education, the writer adds, two great currents to be dealt with, which cannot be ignored and which ought to be recognized and given their right direction. One of these is that of friendship, the other the youth's natural curiosity about sex.

"The need of information—the legitimate curiosity—of boys (and girls) must be met partly by classes on physiology, as is already, happily, being done in some schools, partly by private talks and confidences between elder and younger, based on friendship, and few boys there are who will not rise to appreciation of sensible talk of this kind, or who, when matters are to some degree explained, and their common sense appealed to, will not be much more effectually influenced than they at present are by the ban of silence and mystery.

"And it is evident that if the need of teaching on sexual matters is to be recognized, the importance of friendship must also be recognized. For after all, it is obvious that any real help in the conduct of life and morals can only come thru very close and tender confidences between the elder and the younger, such as exist where there is a strong friendship to begin with. If, therefore, boys and youths cannot be trusted to form decent friendships with one another and with their juniors, we are, indeed, in a bad plight, and involved in a vicious circle from which there is no escape.

"The more the matter is thought of," the writer concludes, "the clearer will it appear that a healthy affection must be the basis of education, and that the recognition of this will form the only way out of the modern school difficulty. It is true that such a change would revolutionize our school life; but it will have to come all the same, and no doubt will come with other changes that are taking place in society at large."

### Teachers and Social Rank.

*The Outlook*, for September 16, publishes a letter from a correspondent who considers that the social discriminations recognized between various employments and professions in this country present anomalies that are rather baffling. The writer says that the profession of teacher, for instance, "is said to entail a loss of 'social standing' upon its members."

An editorial on another page contends that this complaint is not well borne out by the facts. The highest teachers, it says, are as highly honored as the highest in other professions; the poorest teachers fall no lower in social rank than the poorer specimens of men in other lines. If there is ground for complaint it is due to the kind of connection too often existing between the school-teachers and the local politicians. The writer continues: "The organization of teachers for the purpose of affecting legislation in their own interests, apart from the interests of the schools; the positive evidence that political influence too often controls appointments and promotions; the activity of teachers' organizations against every effort to put their professional abilities out of the reach of politics; the painful knowledge that political influence has and does keep in the schools incompetent teachers—these things account for the attitude of the public of which the correspondent complains.

"Nothing will give the teachers the social rank which is theirs by right of the dignity and responsibility of their profession but a reform from within—a reform that will eliminate politics from the control of the schools so far as the teachers can secure that freedom. That this noble profession should ever rest under the shadow of politics illegitimately used is a reflection on the community life of this great nation. Had the people who support the schools for the education of their children held fast to the ideals of education that established public schools in this country, the accusation of political control of the



schools could never have been made. As far as the charge is true, this is due to the indifference of the majority of the citizens."

Attention is called to the fact that while there are men and women in the teaching profession who can never be paid for their services in the school-room, yet the public, to a degree that is unjust, believe that "pull" and not ability gains for teachers their positions.

The conclusion drawn is that "if the teacher is not the social equal of the parent, if he does not occupy his true social position, the disgrace is the parent's who permits a social inferior to stand in so close a relation to the child."

### A Plea for Parents.

Agnes Repplier suggests in the issue of *Life* for September 7, that there is room for a new kind of school. It should not make a specialty of manual training, the domestic arts or even any of *ogies* or *isms*, but fortune and fame await the one who will start a school in which the children will study their lessons with their teachers' help, and then go home and recite them to their parents. This inversion of the ordinary educational methods will bring peace and freedom to many households, now groaning under the oppression of daily tasks which no one is able to master.

"For," she continues, "it is surprising how soon the erudition we all acquire in youth melts away under the genial sun of idleness, or perhaps under the stress of weightier cares and work. It is true we read Ovid and Virgil in those prehistoric days when we, too, went to school; but that is no reason why we should be confronted now with half a page of Cæsar, and forced into a humiliating avowal of ignorance. Why cannot Harry and Dick learn their Latin in school, where their teachers are presumably familiar with the Commentaries, and, if we must bear a helping hand in their education, let them bring the neatly written translation home, and we will give it our unhesitating approval. It is not at all amusing to spend half an hour every evening in hunting up cities and tracing rivers on maps so finely printed and covered with such a network of red lines that we are well-nigh blinded by looking at them. Personally, we feel no interest in populations and exports, nor in the subtle intricacies of grammar, nor in the French irregular verbs, nor in the rudiments of natural sciences. Yet we are reluctantly compelled to renew our acquaintance with these long discarded enemies of infancy, because without help the children cannot, and without coercion they very sensibly will not, learn the multitudinous lessons they bring home every day from school.

"As for arithmetic, it has become the *bête noir* of many otherwise cheerful and happy households. There may be some sense and meaning in these hideous examples, which remain impenetrable mysteries to the uninitiated; but why should they be forced upon people who are no longer going to school, and who are, moreover, paying portly bills for the tuition of their little boys and girls? I knew homes in which fathers and mothers, aunts, and elder sisters, and even chance visitors are kept hard at work all evening trying to find out the cost of a few *puifin* gallons of molasses, most of which seems to have leaked out of the barrels, while the remainder is sold for any price the unfortunate grocer can get for it. Or perhaps a merchant has bought sixty pounds of coffee for fifteen dollars and a half, and has spent all his profits on three yards and a quarter of velvet at two dollars and ninety-eight cents a yard—his wife fancying it a bargain—and now, being plainly weak-minded, he wants to know how much more he got for his coffee than he paid for it, and I—I, who never sold a pound of groceries in my life—am expected to tell him.

"To give such 'examples' to little children, eleven and twelve years old, whose minds are in a state of chaotic confusion, is foolish and cruel, and the society which exists for the protection of children should hasten to their rescue. As for the unfortunate adults in whose

behalf no philanthropist offers a plea, our only hope lies in revolutionary methods; in a new system which will permit school work to be done, as it should be done, in school, and will limit home labor to the mere hearing of recitations and making out of reports. Then will the parent be light of heart, and he will bless the widespread knowledge of the world, instead of sympathizing with the little girl who wished she had been born in the reign of Charles II., when 'education was much neglected.'"

### American Universities.

Edouard Rod, who has written his impressions of American universities for the September *North American Review*, evidently approves of our institutions of learning. He says that they are young and strong, full of life and promise. They gather inspiration from European experience, yet they preserve their originality. They are in effect the natural connecting link between the distant past of European culture and the future of the new civilization.

M. Rod sees that while the universities have an "American physiognomy," each has also a peculiar character of its own. Cambridge reminded him of the peaceful retreat which certain small towns of Germany offer, where the student is "far from the turmoil of the world." The universities in New York and Chicago, on the other hand, are hardly more than episodes in the life of the cities in which they are placed, yet the writer imagines that "the young men who are preparing themselves there for the work of life will become, almost of necessity, men of action fighters, while others who are brought up in quiet centers, already possessing some consecration of age, will retain in their inmost nature the taste for more deliberate reflection.

Rod, like all foreign visitors to our universities, admires the perfection of all that makes up their material equipment. He was also pleased with the student life. The students whom he met delighted him with "their frankness, their good will, their mixture of brightness and seriousness.

The one criticism which the writer makes is that the American universities require too much of their professors. He says:

"They are not alone, to be sure, in this fault; it is found in other democratic and new countries, where public instruction is organized by persons who have much good will, but who are unable to judge of the conditions of higher culture. One must belong, to some extent, to the profession to appreciate the amount of labor represented by a well-prepared lecture and the importance of offering to students no lectures that are not well prepared. Now to many people the actual time required to give the lesson is all that counts; they are persuaded that when a professor is delivering his lecture he is doing the major part of his task, and if they have any authority, they consider only how his work—as they understand it—may be increased, for the greater good of the students and the university.

"To overload the courses of a university is to work for poor results. It is physically impossible to prepare lectures for eight or ten hours a week; and the students suffer from what is imperfect in the work of their teachers."

### Dewey's Return.

The return of Admiral Dewey to this country will powerfully affect millions of school children. No mistake will be greater than not to have these children draw a right conclusion. He does not stand before the public and say: "Behold a brave man." Not at all. He understood it to be his *duty* to sail into Manila harbor. This is all he claims to have done. He says: "I thought I ought to do it." He was not actuated by the desire to show how smart the Yankees were; no "showing off" in Dewey. Let this be the result of Dewey's return to America, to teach that doing one's duty is the road to true greatness.



## College Entrance Requirements.

The reports of the Committee on College Entrance Requirements and the sub-committees appointed by the associations organized for advancing the interests of education along special lines are the result of four years of thought, study, and investigation. They embody the conclusions of conferences, institutes, and conventions, which have zealously studied this question since the meeting of the N. E. A. at Denver, in July, 1895. The following outline shows in a general way what is given in the reports as advisable for college preparation in the various branches of study.

### English—Four Years.

#### First Year.

*Literature.*—Narratives in prose and verse, from the best authors, the selections representing various qualities of style which should be pointed out to pupils. Some books or parts of books to be studied in class, others read at home. The following plan of study is suggested:

1. Meaning of author: (a) outline of story; (b) incidents in lives of characters; (c) central idea of story.
2. Method of author: (a) Does interest center in incidents or characters? (b) Is there a climax? (c) Do all parts converge to this point—Does author retain point of view? (d) Are parts arranged in sequence—Are they treated in right proportion? (e) Is interest sustained?
- Composition.*—1. Incidents: (a) Selection of material; (b) Arrangement of material—plan—proportion of details; (c) Proportion in treatment.
2. External Form—Headings, margins, indentations, paragraphs.
3. Grammar study—review of principles, concord, capitalization, punctuation, etc. Special study of sentence, followed by paragraph structure.
4. Figures of speech.

#### LIST OF BOOKS.

Recommended both for general reading and careful study. "Snow Bound" (Whittier), "Tales of Shakespeare" (Lamb), "Wonder Book" (Hawthorne), "Tanglewood Tales" (Hawthorne), "Jungle Books," 1 and 2 (Kipling), "Betty Alden" (Austin), "Sharp Eyes" (Burroughs), "Autobiography of Franklin," "Tom Brown at Rugby" (Hughes), "Story of a Bad Boy" (Aldrich), "Nicholas Nickleby" (Dickens), "Two Years Before the Mast" (Dana), "Bunker Hill Speeches" (Webster), "Sketch Book" (Irving), Washington's "Rules of Conduct" and "Farewell Address," Lincoln's "Inauguration" and "Gettysburg Speech," "Man Without a Country" (Hale), "Hans Brinker" (Dodge), "Ivanhoe" (Scott), "Quenton Durward" (Scott), "Tales of a Wayside Inn" (Longfellow), "Story of the Indian" (Grinnell), "Tales of New England" (Jewett), "Being a Boy" (Warner), "Merchant of Venice" (Shakespeare), "The Choir Invisible" (Allen), "Life of Washington" (Irving-Fiske), "Cuore" (De Amicis), "Back of the North Wind" (McDonald), Macaulay's or Chesterfield's Letters.

#### Second Year.

*Literature.*—Attention should be given to authors who have not merely told stories well, but have so expressed ideas as to make them convincing. Poems not too difficult of comprehension should be selected, pleasing for rhythmical qualities as well as for the thought.

1. Meaning of author: Indicate main thesis and subordinate propositions, their proper dependence and relative importance.
2. Method of author: (a) Does he stick to his point? (b) Does he pass from known to unknown? (c) Does he arrange material to get highest effects.
3. Style: (a) How does he obtain clearness? (b) Are his figures and comparisons effective?
- Composition.*—To encourage logical thinking and adequate expression.
1. Clear statement of proposition (key sentence).
2. Discussion (a) What shall be included? (b) Excluded? (c) What order? (d) What proportion?

#### LIST OF BOOKS.

"Lyrics and Sonnets" (Mrs. Browning), "Lake Poets," Julius Caesar" (Shakespeare), "Translations from the Iliad." Books I, VI, XXII, XXIV, (Pope), "Last of the Mohicans" (Cooper), "Tales of a Traveler" (Irving), "War of Independence" (Fiske), "Young Folks' Plutarch" (Kaufmann), "Apology

of Socrates" (Plato), "Backlog Studies" (Warner), "Brave Little Holland" (Griffis), "Julius Caesar" (Froude), "Little People of Asia" (Olive T. Miller), "Bulfinch's Mythology" (Hale), "Twice Told Tales" (Hawthorne), "John Halifax" (Muloch), "Kenilworth" (Scott), "Tale of Two Cities" (Dickens), "Rab and His Friends" (Dr. John Brown), "Private Life of the Romans" (Preston and Dodge), "Hero Tales from American History" (Roosevelt and Lodge), "Girls and Women" (Chester), "Shakespeare, the Boy" (Rolfe), "Innocents Abroad" (Mark Twain), "Rudder Grange Stories" (Stockton), "Hoosier Schoolmaster" (Eggleston), "Ranch Life and the Hunting Trail" (Roosevelt).

#### Third Year.

*Literature.*—Introduction of character study, as exemplified in the novel. Poetry. Principles already studied to be reviewed. Pupils should learn to express themselves with some degree of elegance. Care given to arrangement of words. Last half of year given to drama, especially Shakespeare. Also critical studies of poetry.

*Composition.*—Largely studies of character of the drama, and the critical treatment of plays studied from student's point of view.

#### LIST OF BOOKS.

"Richard II.," "Twelfth Night," "Macbeth" (Shakespeare), "Legends of the Alhambra" (Irving), "Silas Marner" (Eliot), "Critical Essays" (Lowell and Matthew Arnold), "Lectures and Speeches" (Wendell Phillips), "Wulf, the Saxon" (Henley), "Political Ideas" (Fiske), "Young Carthaginian" (Henley), "Roman and Teuton" (Kingsley), "Minor Poems" (Milton), "Vicar of Wakefield" (Goldsmith), "Essay on Friendship" (Emerson), "Kidnapped" (Stevenson), "Our Old Home" (Hawthorne), "Prophet of Great Smoky Mountain" (Craddock), "Dombey and Son," "John Brent," (Winthrop), "Lorna Doone" (Blackmore), "Paradise Lost," Books I. and II., (Milton), "Westward Ho!" (Kingsley), "Prue and I" (Curtis), "The Newcomes" (Thackeray), "Autocrat of the Breakfast Table" (Holmes), "Uarda" (Ebers), "Lord Clive" (Macaulay), "Ben Hur" (Wallace), "Palamon and Arcite" (Dryden), "Roman Life in the Days of Cicero" (Church).

#### Fourth Year.

*Literature.*—To be studied with attention to difficulties, of its development. Pupils should learn to meet new history both in thought and vocabulary. Technical work based on history of English language.

*Composition.*—Varied in topic and style. Compositions of considerable length should be required on subjects employing student's most mature thought.

#### LIST OF BOOKS.

"Hamlet" (Shakespeare), "Sir Roger de Coverley" (Addison), "Critical Period of American History" (Fiske), "American Commonwealth" abridged (Brice), "Essay on Burns" (Carlyle), "Nineteenth Century" (Mackenzie), "Life of Charlotte Brontë" (Gaskell), "Abraham Lincoln" (Schurz), "How the Other Half Lives" (Riis), "Judith Shakespeare" (Black), "Egyptian Princess" (Ebers), "Destiny of Man" (Fiske), "Warren Hastings" (Macaulay), "Henry Esmond" (Thackeray), "Princess" (Tennyson), "Pride and Prejudice" (Austen), "Marble Faun" (Hawthorne), "David Copperfield" (Dickens), "Les Misérables" (Hugo), "Rime of the Ancient Mariner" (Coleridge), "Shakespeare's England" (Winter), "Sesame and Lilies" (Ruskin), "On Style" Part I., (Spencer), "Conciliation with America," (Burke), "Conduct of Life" (Emerson), "Milton and Addison" (Macaulay), "Walden" (Thoreau), "My Summer in a Garden" (Warner), "Essay on Manners" (Emerson), "Romola" (George Eliot).

#### German.

##### Elementary Course.

*First Year:* (1) drill upon pronunciation; (3) memorizing of easy colloquial sentences; (3) drill upon rudiments of grammar; (4) easy exercises designed both to fix in mind forms and principles of grammar, and to cultivate readiness in reproduction of natural forms of expression; (5) reading of 75 to 100 pages of graduated text from a reader, with constant practice in translating into easy German variations upon sentences selected in the reading lesson.

*Second Year:*—(1) Reading of 150-200 pages of easy stories and plays; (2) practice in translating into German easy variations upon matter read, also off-hand reproduction orally and in writing, of the substance of

short, easy selected passages; (3) continued drill upon grammar.

#### INTERMEDIATE COURSE.

In addition to elementary course, reading of about 400 pages of moderately difficult prose and poetry, constant practice in giving paraphrases, abstracts or reproductions from memory of selected portions of matter read; grammatical drill.

#### ADVANCED COURSE.

Reading of about 500 pages of good literature in prose and poetry, reference readings upon lives and works of writers studied, writing in German short themes upon assigned subjects, independent translation of English into German.

### French.

#### ELEMENTARY COURSE.

*First Year.*—(1) Drill in pronunciation; (2) rudiments of grammar; (3) easy exercises designed both to fix in mind forms and principles of grammar, and to cultivate readiness in reproduction of natural forms of expression; (4) reading of 100-175 pages of graduated texts, with practice in translating into French easy variations of sentences read, and in reproducing from memory sentences read; (5) writing French from dictation.

*Second Year.*—(1) Reading of 250 to 400 pages of stories, plays, historical or biographical sketches; (2) translating into French easy variations upon texts read; (3) abstracts, oral and written, of portions of texts already read; (4) writing French from dictation; (5) drill upon grammar.

#### INTERMEDIATE COURSE.

Reading of 400 to 600 pages of French, a portion in dramatic form; practice in giving French paraphrases or reproductions from memory of selected portions of matter read; study of a grammar of moderate completeness; writing from dictation.

#### ADVANCED COURSE.

Reading of 600 to 1,000 pages of French, only difficult passages being explained in the class; writing of themes in French; study of syntax.

### Greek—Three Years.

The committee recommend a thoro study of Greek grammar and also that exercises in writing Greek be continued thru the third year. Pupils should read much Greek at sight.

#### FIRST YEAR.

First and second terms: Introductory lessons.

Third term: Xenophon's "Anabasis" (20 to 30 pages); reading at sight and writing Greek; systematic study of grammar.

#### SECOND YEAR.

Xenophon's "Anabasis" either alone or with other Attic prose (75 to 120 pages). Sight reading, composition and grammar study continued.

#### THIRD YEAR.

Homer (2,500 to 4,000 lines); *e. g.*, "Iliad" I.—III. (omitting II., 494—end), and VI. to VIII. Attic prose (33 to 40 pages) with Greek composition, grammar sight reading.

### Latin—Four Years.

#### FIRST YEAR.

Latin lessons, with reading of simple selections, also 20 to 30 pages of a consecutive text. In all written exercises, long vowels should be marked, and in oral exercises pronunciation should be made to conform to the quantities. Pupils should be made to translate into idiomatic English and should be taught to read Latin aloud with intelligent expression.

#### SECOND YEAR.

Selections from Cæsar's "Gallic War" equivalent in amount to four or five books; selections from such prose

as Nepos may be taken as substitute for one or two books. Equivalent of at least one period a week in prose composition based on Cæsar.

#### THIRD AND FOURTH YEARS.

Sallust's "Catiline"; Cicero, six to nine orations (including the *De Imperio Cn. Pompeii*; Ovid, 500 to 1,000 verses; Virgil's "Æneid," six to nine books. The equivalent of at least one period a week in prose composition based on Cæsar.

### History—Four Years.

(Recommended as best by committee.)

*First year.*—Ancient history to 800 A. D.

*Second year.*—Medieval and modern European history.

*Third year.*—English history.

*Fourth year.*—American history and civil government.

#### THREE YEARS COURSE.

##### A.

Any three of the above blocks. This plan is approved by the committee rather than any of the following:

##### B.

*First or second year.*—Ancient history.

*Second or third year.*—English history, with special reference to the chief events in the history of continental Europe.

*Third or fourth year.*—American history or civil government.

##### C.

*First or second year.*—Ancient history.

*Second or third year.*—Medieval and modern European history.

*Third or fourth year.*—American history, with a consideration of the chief events in the history of England.

##### D.

*First year.*—Ancient history.

*Second year.*—English history, with reference to events in later medieval history (three times per week.)

*Fourth year.*—American history and civil government.

##### E.

*First year.*—Ancient history.

*Second year.*—Medieval and modern European history.

*Third year.*—American history, with special reference to development of English political principles and English expansion in connection with American colonial history (three times per week.)

*Fourth year.*—American history and civil government (three times per week.)



### Irrigation of the Arid Belt.

A congress in favor of the national reclamation of arid lands met this week at Missoula, Mont. Among other subjects discussed was the reclamation of lands in Arizona territory. Col. M. H. McCord spoke of the fertility of his home valley, that of the Salt river, of Arizona, where abundance exists thru irrigation, and described the millions of fertile acres that yet remain unproductive because of the lack of sufficient water.

It was represented that the East would not suffer from competition with the products of reclaimed lands in the arid belt, when the reclamation of the vast market of Asia to supply. Better results would be obtained by spending on irrigation a portion of that devoted to rivers and harbors.

The farm lands of the rain belt are exhausted, and ambitious American farm boys are leaving the parent roofs, prospecting for new homes. These must be provided. Thousands in the overcrowded cities are longing for farm life. Thousands of worthy farmers want homes. These demands can only be met in the arid region, and the work of building irrigation works can best be carried on by the federal government.



## College Graduates and Teachers.

A writer in a recent number of *The Nation* says that the future of the numerous doctors of philosophy and holders of other higher academic degrees is attaining the importance of an educational problem. Most of these have studied for two or three years along special lines at some American or European university, have written a monograph or two and perhaps have enjoyed a more or less extended period of foreign travel. They all, with few exceptions, look forward to teaching as their profession, and that in some college or university. To be scholars and occupy chairs in universities is their hope. The writer continues:

"That such an ambition is a legitimate and honorable one none, of course, would question. One of its effects, however, has been to cause the supply of specialists steadily to exceed the demand. University officials confess to increasing difficulty in "placing" their men; and there seems little prospect of change. Able and distinguished professors are loath to retire, and seldom resign. Comparatively few new chairs are established from year to year, and the founding of new institutions, once a pleasant diversion of the wealthy, is now, fortunately, infrequent. With all the vigorous growth of the better grade of colleges and universities, there are still more transfers and promotions than additions. The net annual increase of the teaching force of institutions giving the degree of Bachelor of Arts, or its equivalent, does not equal the number of post-graduate degrees annually conferred.

Moreover, higher positions, such as those of professor and assistant professor, in institutions of the first rank, are virtually closed to the recent graduate. Occupants of such chairs must be not merely well-furnished scholars, but men of experience and mature judgment, fit for counsel and responsibility as well as for work; and the infrequent vacancies are now almost invariably filled either by promotion, or by calling from another institution men who have already made their mark. For the new-fledged doctors of philosophy there are left, practically, only the minor places, carrying but small salaries, and offering but uncertain chance of advancement save after years of faithful drudgery. Yet so overstocked is the market and so keen is the competition that the bare suspicion of an approaching vacancy is sure to call out a score of eager applications to fill it.

"With such conditions prevailing, it seems clear that an increasing number of university graduates, if they are not to abandon their scholarly ambitions altogether, must enter the secondary schools, and find there their career. At present, probably, no suggestion could be, to the average university man, more distasteful. To ask him to become a "school teacher" is, in his view, to ask him to go into exile, to banish himself from his scholarly associations, and to turn his back forever on the professional life for which he has fondly hoped. It must be admitted that the objection has much to justify it. To an enthusiastic young man or woman, fresh from the inspiring influences of an eager intellectual life, and all aglow with a zeal for learning, the public secondary schools, with their elementary requirements, their routine work, their frequently worn-out or vicious methods, their slavish subjection to arbitrary superintendents and committees, and their political cast and uncertain tenure of office, offer, in truth, a rather dreary and uninviting prospect. Yet we are greatly mistaken if it is not precisely this needy field that holds out, to such men and women—themselves the hope of American culture—the best chance for distinction and the largest opportunity for usefulness.

"Indeed, one may fairly ask wherein lies the hope of improvement if the tide of educated power is not to be turned in this direction. One of the fundamental difficulties with American schools, as has been often pointed out, is the fact that the teachers, in so many instances, are themselves ill-taught. They do not know the sub-

jects they are expected to teach, and, in consequence, they teach them very badly. The whole trend of educational progress is toward the employment of specially trained instructors for the various departments of the preparatory work. Where are these to be found, if not among the graduates of our colleges and universities?

"One important result of such a change is certain to be the closing of the great gulf which now separates the school from the college and the university. The air of superiority often assumed by what, for want of a better term, have come to be called the "higher" institutions, finds much of its *raison d'être* in the unscholarly work of the secondary schools themselves; and the young graduate who scorns a place in the high school, and takes a petty job in a university instead, knows that many of his former instructors at bottom approve his choice. Transfers from secondary schools to college chairs are so infrequent as to be almost unknown; and a man who begins in the former may count, with assurance, on ending his days there.

"Elsewhere it is not so. In England, scholarly work in the schools is a distinct commendation to higher positions. In Germany, some of the finest product of university training is utilized in the *Gymnasium* and *Realschule*. Teachers in the French schools are highly trained specialists. Sooner or later we must come to the same thing in the United States. The masterly work of the universities and colleges must be brought to bear on the work of the schools, or the efficiency of the former can not be maintained. Educationally, we have at present a waste product, whose utilization means the enrichment of the roots of our intellectual life. Whether those who are pursuing knowledge for pure love of it are to give the benefit of it to those who need it most, or whether they are to go on accumulating in selfish satisfaction, is the question soon to be answered."

## Conduct and Its Marking.

(Concluded from page 309.)

For the sake of developing issues, let us consider these propositions as axioms or as questions of debate:

1. Education cannot evade the duty of inculcating the principles of conduct.
2. Conduct is to be estimated only by acts.
3. Good conduct consists of those actions and words which promote social order and harmony.
4. All rules of any school which are to serve as standards of good conduct should be published and taught frequently.
5. The principles of proper social action, of politeness and righteousness, should be taught systematically so that the violator of them cannot plead ignorance.
6. In every school the mark for breaking the rules or violating known social standards should be the same for all pupils at all times; and the entire system of marks should be made familiar to every pupil.

If we can find some common standards, then we can build up some system of moral education which the community can respect and which we ourselves will not fear to discuss both professionally and with parents and citizens. As it is now, all teachers are constantly liable to charges of "arbitrariness," "crankiness," and "injustice." In my experience and knowledge, more principals and teachers fail of success from lack of skill in discipline, and from want of tact in personal discussions with pupils and parents over questions of conduct than for any other cause, perhaps than from all other causes combined. The reason is clear. We have not made ourselves ready for these problems. We need, to analyze these matters, to confer with each other, and to get true professional knowledge in the place of personal prejudices and ideas. It may be that we shall yet evolve both the science and the art of conduct out of the present abundant materials, whose disorder is unworthy of careful and competent men and women, and indicates the necessity of organized thought and action.



## Pedagogy and Related Subjects.

### Notes of Recent Publications.

*Educational Aims and Educational Values* is the title of a series of essays by Professor Hanus, of Harvard. The most striking characteristic of these essays is the whole hearted way in which the author finds himself able to sanction the recent introduction of new subjects into our secondary school programs. He is in favor of expansion in the high schools, which is little short of that for which President Eliot has been laboring in the colleges. In defence of this position it is urged that education, even in the secondary school, must equip the student for life, and must at the same time be adapted to the special abilities of each individual learner.

In advocating such a view of educational values Professor Hanus has certainly succeeded in adding the weight of his influence to a large body of literature favoring "enrichment" of elementary education, in such a way as to contribute materially to the strength of the general impression that the present educational movement is in the right direction. What one misses in these essays, and in a great deal of the writing of this type, is some definite statement in detail of just what it is safe to introduce into the school programs, which the general opinion of educators has declared to be in need of enlargement. That an effort to work out the details of the general idea would reveal very soon the enormous difficulties of unlimited elective courses in our high and elementary schools is strikingly illustrated in one of the essays, in which the author describes in detail the training which should be required of teachers of mathematics in the high schools.

To be sure this particular essay does not bear directly on the question of what shall be given to the pupils, but the tone of expansion of courses which runs all thru the book is to be found here in full measure and as this is the essay in which detail recommendations are most complete we may be permitted to use it by way of example. In the first place, the teacher of mathematics must have a liberal education in branches other than those which constitute his specialty. This is necessary in order that he may lead his pupils to the higher levels of general culture. In addition to this general training—which everyone would doubtless agree is highly important—Professor Hanus recommends a course of 1,050 hours training in mathematics and other closely related branches, all the courses mentioned being higher than elementary algebra and plane geometry. When we consider that the amount of work thus mapped out would require about two and a half years of ordinary college work for the completion of the special branches only, and when we remember the very emphatic demand for general culture, we see the great difficulty which confronts the advocates of expansion of the school programs and requirements imposed on teachers.

Professor Hanus has given us a book which will aid in the development of a large and hopeful view of secondary education; it is a book which should be widely read. If one might add to appreciation of what has been done, a suggestion of things that it would be desirable to have done, one might suggest that there be added to the general statement some definite details which will help the overburdened teacher in carrying out the idea of enrichment in such a way as to avoid the serious dangers that appear at every point. (Macmillan, 12mo., pp. VI. 212, \$1.00.)

*Montaigne—The Education of Children*, selections translated and annotated by Miss L. E. Rector, Ph. D. This is one of the few translations which have been admitted by Dr. Harris, to the International Educational series. The essentially modern spirit of Montaigne, the war which he waged against formalism and pedantry of all types, the important influence which he exerted on later writers on education, are all made clear to the reader of these selections. A brief biographical and critical introduction by the translator, and a more

general discussion of Montaigne's place in the history of education by the editor of the series, add much to the value of the book. Of the selections themselves there are 134 pages. The essential teachings of Montaigne are presented in this compass much more economically than they could be in a complete edition of that writer's works. The translation preserves very well the style of the earlier English essays on educational subjects, thus reflecting well the true, original character of the work. Altogether, the book is a valuable and timely addition to the well known series to which it belongs. (D. Appleton & Company. 12mo., pp. XVI. 170. \$1.00.)



### Adeline.

My seat-mate of the long ago!

Schoolmate of many years,  
Sweet Adeline! I fain would know,  
As time's new century nears.  
What you are doing? Tell me why  
My letter bringeth no reply?

'Twas long ago,—yes, long ago.

We sat together when  
The years were young. I look and, lo!  
It all comes back again.  
Your arms about my neck you fling,  
And we, alas, are whispering.

I listen. Something drops close by.

A silence fills the room;  
We stop. I catch the master's eye,  
And watch its gathering gloom.  
"Bring me the knife," he calls. "Come here!"  
I bear it to his hand with fear.

You are behind me as I go,  
You speak the master's name.  
"She only helped me parse, and so  
I was the most to blame,  
Master, you must not punish her,  
For we were studying, we were."

I take your hand and sob anew,  
But hear the teacher say,  
"I'm sorry that I threw at you  
The penknife, Julia May."

I hear again my hushed boo-hoo  
Of wounded pride, O, say, do you?  
'Twas long ago—where are you now?  
What school do you attend?

Is it a happy one, and how  
Do you get on, my friend?  
Who sits with you? What do you say  
When caught a whispering to-day?

Whose wrongs are you still championing?

Whose burdens do you bear?  
What words of comfort do you fling  
Along the world's despair?  
Life's school of seventy years is long;  
Say, will you close it with a song?  
Have you found springs along the way  
Like those we stopped to quaff;  
And filled your dipper every day,  
And drank it with a laugh?

Has life recesses, like the school;  
Its blessed times of rest?  
Have you solved problems by the rule,  
Nor left them to be guessed?  
Does school sometimes get wearisome,  
And are you longing to go home?

Do you—alas, I know not why  
Such questions I repeat.  
Oh, could I see your kindly eye,  
And hear your hastening feet,  
And grasp your hand with olden glee,  
And take you home from school with me!

My seat-mate of the long ago,  
Schoolmate of childhood years,  
The winter whirlwinds wildly blow,  
And I look up with tears,  
But I remember still, with glee,  
The day when you stood up for me.

—JULIA HARRIS MAY, in *Education*.

## The School Journal,

NEW YORK AND CHICAGO.

WEEK ENDING SEPTEMBER 30, 1899.

### Relation Between Teacher and Pupil.

The current number of the *International Journal of Ethics* discusses the mooted question of "Affection in Education." The writer's conclusions are evidently based upon close observation, which, however, seems to have been limited to the secondary schools of Great Britain. The digest of this article in the present number should give rise to thoughtful discussion of the application of the writer's ideas to American conditions.

One thing is certain. The question involved in the personal relationships of teachers and pupils as well as school comradeship ought to receive a greater share of attention. Many delicate problems are connected therewith, which are probably responsible for the hesitancy felt by managers of educational meetings in introducing the subject on public programs. Moreover, it seems doubtful whether any final rules can be laid down as long as the question of co-education remains in its present unsettled state. The latter appeared on the program of the last meeting of the Department of Superintendence and some of the best minds in the association were trimmed for discussion, but for some reason nothing was done.

Meanwhile the only safe law to follow as regards the relation between teacher and pupil is given in the old principle of school government: authority and love. The teacher must have the respect of his pupils by all odds. This is the first and greatest requirement; where this is lacking it were better if no affection whatever entered into the relationship. The term love here has reference more to the teacher's attitude toward the pupil than to the pupil's regard for the teacher. In other words, where the teacher is sure of the respect of his pupils and the pupils feel that the teacher takes a deep interest in their personal well-being and advancement, there exists the right relationship. It ought not to be necessary to add that the affection of the pupil should not be considered an aim to be worked for, but should be accepted merely as a tender, delicate gift to be treasured with care lest it degenerate into the ever-doubtful intimacy which undermines authority by diminishing respect.

### College Entrance Requirements.

The report of the committee on College Entrance Requirements appointed by the Departments of Secondary and Higher Education at the Denver meeting of the N. E. A. is without doubt the most valuable document ever published for the benefit of college preparatory schools in this country. It surpasses in definiteness and practical suggestiveness even the famous report of the "Committee of Ten." THE SCHOOL JOURNAL purposes giving a series of digests of various parts. A beginning is made this week with a condensed outline of high school requirements in the Humanities. The course proposed in the sciences and mathematics will be published next week. This will be followed by a fuller treatment of specially interesting topics.

### Mr. Jasper on Licensing Teachers.

The abolition of the present cumbersome system of appointment to high school positions in New York city was the object of a series of recommendations made recently by the board of borough superintendents and referred by the Manhattan school board to the committee on by-laws. So great a stir has been created by the proposition that it has become important to correct a number of misunderstandings with regard to it. Specifically, it may be said that the strictures upon it which appeared in the *New York Commercial Advertiser* on Saturday last are wholly unwarranted by the facts of the case.

Mr. Jasper, borough superintendent of Manhattan and the Bronx, who was seen by a representative of THE SCHOOL JOURNAL, expressed very forcibly the position of the board of borough superintendents:

"We of the board of borough superintendents have secured the submission of a series of recommendations to the committee on by-laws. In these we have merely made a suggestion as to what, in our opinion, is for the best interests of the schools. The committee on by-laws may adopt any or all of our recommendations. At any rate nothing definite has been done. We wish it had.

"I want, however, to express the belief that sooner or later something definite has got to be done. We are pretty well satisfied with the laws that govern our schools; it is the by-laws that will have to be changed. Many of them are plainly illegal; others are pernicious if legal.

"Take for example, the question of order on the eligible lists. We have been criticised for suspending the by-laws and taking candidates out of order, apparently at random, from the eligible lists. The particular case was one in which four teachers were to be chosen who must be able to play and sing. The four who stood highest on the eligible list were all indifferent musicians. What was to be done? Why, we suspended the by-law and took from the candidates further down the list."

"That was a particular instance: Do you propose a general suspension of that particular by-law?" was asked.

"Probably," replied Mr. Jasper. "An eligible list is not a thing to follow slavishly. We always have a number of sticks who stand high on our lists; it would be a blessing to the schools if we might, where such have shown in substitute work that their teaching lacks inspiration, turn them right down. The live, attractive teacher will always be sure of a place.

"Then, too, it often happens that we should like to appoint the leading name on a list a little later than we are obliged to. For example, a woman lives way up town in the neighborhood of Yonkers. A vacancy comes up in one of the schools near the Battery. She must, if she stands first on the list, accept that appointment or be dropped to the very bottom of the list. You can easily see the hardship such a system involves. What we want is the privilege of using some discretion in such matters. We ought to put the right teacher in the right place.

"But to get back to our question of high school appointments. You can say that there is absolutely no desire to make political spokes of the high school appointments. What we want is to get the best from everywhere. I deprecated the tone several years ago of certain news-



papers which made capital out of the cry of 'New York for New Yorkers.' Now I as sincerely deprecate the attempt to spread the idea that outsiders are going to have no show. We purpose maintaining the present high standard of qualifications. We want to get for the high schools of New York the best teachers anywhere obtainable. All we desire is that the teacher who has been trained in New York schools shall have an equal chance with the rest.

"As THE SCHOOL JOURNAL probably knows, the New Yorkers have not in the past had a fair show. The requirements have been such that a teacher in the elementary schools of New York, however well fitted by scholarship and personality for high school work, has been barred out on account of lack of experience in secondary schools. No one who had not previously taught in a high school or academy was eligible. We have had several principals of elementary schools whom we should have liked to assign to high school places. We hope that the way will be made clear for transference in cases of recognized fitness. Among the 6000 teachers in New York elementary schools there are always to be found college graduates, and others who are thoroly competent to teach Greek or mathematics or what not.

"We wish thru a system of examinations to give such people a chance. We are not going to loot the treasury for the benefit of Tammany Hall; what we want is to enrich the schools.

"The whole matter is simply a business proposition. We have got to get the best help and in the least expensive way. I notice that THE SCHOOL JOURNAL has characterized the New York system of licenses as the most awkward in the United States. In a general way I admit that it is. I can only say in our defence that its most objectionable features came from Brooklyn. The peculiar features of the system of that borough have been saddled upon the entire municipality. I know a business expert who goes into firms that have developed unwieldy systems of accounts and secures simplification of their bookkeeping. They are saved thousands of dollars every year, and my friend makes a munificent living out of his advice. We need such an expert in the New York school system. We need sharper definition of the functions of the city superintendent and of the borough superintendents. We need a simplification of the awkward plan of licenses which THE JOURNAL referred to. Our recommendations regarding high school appointments are a step in that direction."

"Will the committee on by-laws approve those recommendations?" was asked.

"They ought to," said Mr. Jasper.

#### Mr. O'Brien's Opinion.

Mr. Miles J. O'Brien, of the school board, was also seen. He took the same position as Mr. Jasper.

"A great deal of capital is being made," he said, "out of the statement that elementary school licenses are to be considered valid for high school positions. Nothing of the kind is intended. It is not true that any normal school graduate with a fair general knowledge can be put into high school work of a sort that presupposes special training and ability. If our recommendations are adopted we shall follow them with others. The qualifications which a high school teacher must possess will be carefully defined and the high school positions will be safe-guarded, as before, by examinations.



The principal of a school recently called at the office of THE SCHOOL JOURNAL and expressed his appreciation of the annual Private School Number. He says he consults these numbers regularly in regard to the make-up and placing of his advertisements and other practical matters. No other educational periodical has given attention to these and other important questions which touch the specifically practical side of the conduct of these schools.

## The Busy World.

### The Naval and Land Parades.

New York city is preparing to give Admiral Dewey the grandest reception that was ever tendered a hero. The naval parade will take place on Friday, September 29. After the exchange of official courtesies, the parade will form in the Narrows with the Olympia, and Rear-Admiral Sampson's fleet, the New York, Indiana, Massachusetts, Texas, Brooklyn, Lancaster, Marietta, Scorpion, Porter, Dupont, Ericsson, Winslow, and Cushing ahead, and the yachts, steamers, tugs, and other vessels following in



The Dewey Triumphal Arch, New York city.

several divisions. The parade will move up the bay and Hudson river, starting at one o'clock, turning at the stake boat at 131st street and disbanding at 23d street. The formation and route of parade as laid down will insure every vessel in the parade column passing in review before the admiral and his flagship, passing the men-of-war three times, and also passing the great allegorical floats "Peace" and "Victory," twice.

The great land parade of September 30 will consist of detachments from the navy and U. S. army, U. S. Military academy cadet corps. Forty-eighth Highlanders of Toronto, naval militia, and Old Guard of the state of New York, National Guard of New York, New Jersey, Pennsylvania, Georgia, Connecticut, Maryland, South Carolina, New Hampshire, Rhode Island, Ohio, Indiana, Mississippi, Maine, Florida, Texas, District of Columbia, veterans of the Spanish-American war, etc. The parade will form in Harlem in streets east and west of the Boulevard and march down Fifth avenue, moving at 11 A. M. It will form the nature of a review at 28th street, and Admiral Dewey will review the column at Madison square, the stand for that purpose being erected on the west side of Fifth avenue and north of the triumphal arch.

### Admiral Dewey Arrives.

Admiral Dewey surprised the reception committee by arriving at Sandy Hook September 26, two days ahead of time. The Olympia had pleasant weather on her voyage from Gibraltar, and all on board were well. The admiral decided that it would not do to be late, so he hurried across the Atlantic to avoid the heavy weather that threatened to overtake him. The Olympia's course was to Madeira islands and from there latitude 33 was followed pretty closely to a point about thirty miles north of Bermuda and thence direct to New York. One of



the first to greet Admiral Dewey on his arrival was Rear-Admiral Sampson.

### Fighting in the Philippines.

The rebel stronghold of Olangapo on Subig bay was bombarded September 23 by the cruiser Charleston, the monitor Monterey, and the gunboats Concord and Zafiro. Men from the Charleston, Concord, and Zafiro were then landed and captured and destroyed a large cannon which the insurgents had obtained in some way, probably from the Spaniards.

One day last week the insurgents attacked a train at Angeles, a few miles north of Gen. MacArthur's headquarters, and derailed it. Two Americans were killed and several wounded.

War department officials are considering a plan to create a new army division in the Philippines. The idea is to create four departments, at least three of which will be commanded by major generals. Gen. MacArthur will command north of Manila, Gen. Lawton south of Manila. A third command will probably have headquarters at Dagupan, and the fourth will include Iloilo, Cebu, and other points. Gen. Otis will have general command, as Gen. Brooke has in Cuba.

### Pausing on the Brink of War.

It cannot be said that the Transvaal situation has improved in the past week. While both sides evidently want peace they are averse to yielding any advantage and there is the ever-present danger that a conflict may be precipitated by a collision between opposing troops on the border. The war scare is just as great in the Transvaal, business is depressed, and many, fearing that a conflict is near, are leaving.

The attempted peace meeting in Trafalgar square, London, on Sunday was a failure. An immense crowd assembled, but the confusion became so great that the speakers could be heard only a few paces away, and finally it was turned into a jingo meeting. German sympathy for the Boers, as voiced in their newspapers, is very marked.

### Additions to the Navy.

The battleship Kearsarge on her trial trip over the Cape Ann course, on September 25, made the surprisingly swift time of 17.5 knots an hour. This ship is expected to be the fastest one of the new battleships.

The former Spanish cruisers Isla de Luzon, Isla de Cuba, and Don Juan de Austria, disabled and set on fire in the battle of Manila, but afterward raised and sent to Hong-Kong for repairs, will soon be ready for sea. It has cost 304,000 in gold to put these vessels in condition for service in the American fleet.

### Leading Educational Articles of the Month.

From this list are omitted the articles of which synopses or extracts are given in the present number.

Bacteriological Study of School Utensils—Dr. Mary L. H. Arnold. *Pedagogical Seminary*.

Century's Progress in Experimental Psychology—Dr. Henry Smith Williams. *Harper's Magazine*.

Educational Situation in Chicago—Joseph W. Errant. *Educational Review*.

Music Study in Public Schools—Helen M. Place. *Music*.

Nineteenth Century History—William E. Chancellor. *Educational Foundations*.

Relations of the State to her Public Schools—Hon. John W. Dickinson. *Education*.

Status of Child-Study in Europe—Will S. Monroe. *Pedagogical Seminary*.

Study of English Prose Classics—Dr. J. Scott Clark. *Educational Foundations*.

Superintendent—a Dictator or Leader, Which?—Hon. Henry Sabin. *Education*.

Sympathy in the School-Room—Dr. Ray Greene Huling. *Education*.

Teacher, The—W. Scott. *Education*.

Tuskegee Institute and Its President—M. B. Thrasher. *Popular Science Monthly*.

Teacher and His Duties—Dr. M. P. E. Groszmann. *The Forum*.

Women in the Public Schools—James C. Boykin. *Educational Review*.

## Letters.

### Ye Olden Times Schools.

When I was a boy the old folks of that time used to talk of the wonderful advantages the children then had in comparison to what they had had when they were children. That kind of talk had an influence over me, tho probably not intended. It made me feel an appreciation for the advantages I had, and created a desire to improve them.

My grandfather was a Pioneer in a new country at a time when a man who had sufficient ground cleared to raise a patch of corn and had succeeded in beating the chipmunks, squirrels, and bears in the harvesting of his crop, was considered rich. In the midst of such surroundings he raised his large family.

Schools were not very common in those days, and when they did succeed in getting up one, the first half of the term was spent in trying to learn how many of the big boys were able to "lick" the "School-Master." After this was settled—if it was settled—the remainder of the term was spent in teaching the children to read and write, and the boys only, to cipher. For a girl to think of studying arithmetic was out of the question. Of what use could it ever be to her? If a girl did attempt to study arithmetic she was as much an anomaly as one who, forty-five years ago, wished to vote and was regarded as a shrew.

Those old pioneers had advanced considerably beyond the thirteenth century ideas at which time one of its writers defined the proper education of woman to be, "To know how to pray to God, to love man, to knit and to sew." What an age to have lived in!

One of my uncles of that pioneer family described to me the lack of opportunities in the early days by saying, "I was nearly forty years of age before I found out I had been living in the wilderness all my days." It is no wonder those old folks thought we boys had a great chance, because, as long ago as I can remember, we had school every year, more or less, and many of the districts in the country had built frame school-houses. They had advanced so far too that my older brother actually received for his first school ten dollars and his board for teaching a calendar month and only five and a half days in a week. Of course he had to board around, but this enabled him to get acquainted with all his patrons and to be a messenger to distribute the various microbes of the district so that none had more than his share.

But the times were advancing and some six years later when I got ready to try my hand at teaching, I received twenty-five dollars per month and boarded myself. I was in luck tho.

Lady teachers in those days received \$1.50 per week and boarded around.

The contrast between the schools and teachers of today and those of from forty-five to fifty years ago is very great. I sometimes look back to old time schools and wonder that we did as well as we did. I would not accept the services of the average teacher of fifty years ago (that counts me out as I hadn't commenced to teach then), for a child of mine if he would give his services for nothing. I refer to the class who taught the common district schools. I am sorry to say that I can recall but one male teacher before I arrived at the age of fifteen years for whom I then had any respect, and that one exception was a man who used to smoke, chew, drink whiskey, and swear when he got mad. Of all my old schoolmates I cannot point to one who, I believe, was ever induced to adopt one of his bad habits by reason of their association with him. He was considered a successful teacher. He used corporal punishment, which was common in those days in all the district schools, but he used it with discretion and so that his victim felt he would get no more than he deserved for the offence committed. As I look back to that man's work, after all the years that have passed, I feel that notwithstanding his

bad habits, he was a just man. I think this must have been the secret of his success.

My experience leads me to believe that this quality of being just is the most important quality for a teacher to possess. He who has it, even tho his education be inferior and his habits bad, will succeed where another will fail. I have come in contact with hundreds of teachers, officially, and many more unofficially, and I have found those having the keenest sense of justice have been those who have succeeded best.

What is it to be just? It is, if you don't know a thing, say so; if you have made a mistake, own up to it; if you have committed a wrong, apologize; if you have injured unintentionally, repair the injury; if a pupil makes a discovery, give him credit for it and don't claim it as your own; if he half discovers and you help him the other half, give him credit for what he has done; if he can't get his lesson, be patient with him; never ridicule him, nor speak slightly of his work to others; in short, be just. Let him know by your conduct that you are there to help him, not to be a boss.

A just teacher will surely win the respect of his pupils and in after years, when the pupil has gone away beyond you in acquirements he will meet you with a greeting that will do your heart good.

DAN. S. GIFFIN.

New York.

### Vital Differences.

It is not always the case that two teachers, belonging to different types, become my assistants in one year. I visited a noted agency and obtained Miss A; she had excellent recommendations and a fair personality. In three months she had fairly undermined the work of her predecessor. She was a great lover of literature; that was her hobby. She did not like arithmetic and took pains to tell her pupils this. Her handwriting was poor and this she excused on the plea that literary people wrote poorly! She declared that a great deal of time was wasted in management; her plan was to let the management take care of itself. These and many similar ideas were gradually uttered.

The order, thanks to her predecessor, was excellent to start with, but in a week it soon disappeared; then the mischievousness, that apparently only one had, spread thru the entire class. The pupils, 14 to 16 years of age, found, for example, that she paid no attention to the passing of notes, and so they spent the time of the recitation in that occupation; many of these were exceedingly witty productions, as I discovered. Inviting her attention to this time-wasting practice, I was informed that she thought if no attention was paid to the practice they would get tired of it. Then came the practice of pert replies, and, finally, I was obliged to dismiss her.

Her successor was a young woman of plain exterior and laying no claim to literary taste. After a single day I did not feel it needful to leave my class to see that order prevailed in hers; nor during the remaining six months of the year did she send a pupil to me for reproof. The mischievousness, pertness, laziness, and indifference began to disappear; the classes began and ended with perfect punctuality; they never addressed her without permission; the horrible penmanship that had manifested itself in their written exercises gave place to neatness and regularity; the politeness that formerly distinguished the pupils again adorned them and I could see that the old altruistic spirit having been encouraged was illuminating their faces making the recitation in history or rhetoric a Pentecostal occasion.

Now, while I knew how to bring these things about myself, producing order by spiritual elevation; or rather, perhaps, obtaining order and thus spiritual adornment, and this in turn re-acting on the order itself—I had found few others who could do it without much training. I began to study this young woman who was of a type so different from her predecessor. It seemed to me undoubtedly that she took a view of life itself entirely dif-

ferent; she was filled with moral purposes and this was felt by the class.

It is quite possible that her predecessor knew more about Goldsmith, Byron, Dumas, Daudet, Addison, Irving, Bryant, etc., and could point out the excellencies in their styles of writing; but she could imbue her pupils with zeal to study an author and find these out for themselves. With moderate scholarship herself she could create a higher scholarship among pupils than the other.

But I need continue the comparison no longer; it has seemed to me that all the years I have read THE JOURNAL its effort has been to increase the number of teachers of this latter class. I have derived much aid myself from its varied contents and especially from the letters, and hence offer this as a contribution to that valuable department.

GEO. S. FELTER.

Fargo Institute.

### Professional Instruction for Rural Teachers.

All will agree that if the teachers in town and city schools need professional instruction, those in the country schools also require it. The normal schools can reach but a part of the teaching force. The courses they offer are more elaborate and longer than the country teachers can afford either the time or the money to compass.

For more than half a century the county teachers' institutes have been relied upon to increase the efficiency of the country teachers. But the demands upon the teacher have not been met by these agencies; the time is of too short duration and the instruction is too discursive to effect the desired object. As a pioneer instrumentality, as a forerunner of something better, the teachers' institute has served a good purpose.

The institute contained the germs of a valuable idea. Experience has built upon the old institute a new structure—the summer trainings school. In our Northwestern states these are no longer experimental, but actual, potent, practical factors in the training of teachers. Their organization approximates closely to that of a school—a normal school. Their duration is from four to six weeks; they are under the direction of the state department of public instruction which selects the instructors.

In some cases a school of practice, or model school, is an adjunct under the immediate supervision of an expert primary teacher; actual teaching is performed by the students of the training school and their work reviewed before them by the conductor. In addition to the usual work of the institute (reviewing the branches of study) professional instruction is given and a systematic course laid out for the intervening time between the present and the next year's session.

The students are graded according to attainments, and instructed accordingly. Many of the professors and teachers of the normal schools of the state are employed, thus the spirit and methods of these schools are brought directly before the teachers of the rural schools.

Besides such county training schools the University of Minnesota has for several years held summer schools for high school teachers; the members in attendance reaching over 2,000; to these any of the rural teachers may obtain admission by passing an examination. The effect of this organized method of dealing with the untrained teachers of a state is really remarkable. In remote parts the teaching methods are often found to equal those employed in villages and towns. Let me congratulate THE JOURNAL in having urged this new departure for the institutes, many years ago in its columns.

Duluth, Minn.

WILLIAM F. PHELPS.

"Better be wise than rich." They are both wise and rich who preserve their health by the timely use of Hood's Sarsaparilla.

### THE SCHOOL JOURNAL

(Established 1870), published weekly at \$2.00 per year, is a journal of education for superintendents, principals, school boards, teachers, and others who desire to have a complete account of all the great movements in education. We also publish THE TEACHERS' INSTITUTE, monthly, \$1 a year; THE PRIMARY SCHOOL, monthly, \$1 a year; EDUCATIONAL FOUNDATIONS, monthly, \$1 a year; OUR TIMES (Current Events), semi-monthly, 50 cents a year; ANNUALS, monthly, \$1.50 a year; and THE PRACTICAL TEACHER, monthly, 30 cents a year. Also Books and Aids for teachers. Descriptive circular and catalog free. E. L. KELLOGG & CO. 61 E. Ninth Street, New York.



## The Educational Outlook.

### Opening of New Normal School.

DE KALB, ILL.—The dedication of the new Northern Illinois normal school took place Sept. 21, the exercises continuing until the evening of the 23d. The opening morning was taken up with a concert. In the afternoon a reception was tendered the invited guests, at which Col. I. L. Ellwood welcomed them to the city. The reception was held in the commodious auditorium of the new building at 9 P.M. of the same day; the queen of the dedicatory carnival, Miss Jessie Ellwood, magnificently robed and bejeweled, was crowned. The queen was surrounded by ten maids of honor, a lord chancellor, and a lord mayor in court costumes. After the ceremony the queen and her court led a spectacular parade representing Greater America, in review before Gov. Tanner and his staff. Then followed a ball. It was a delightful occasion; the ceremony being by far the most elaborate which has occurred in Illinois.

The dedication proper occurred on the 22d, and, notwithstanding a steady rain, was most successful. The school children, followed by Company H, Third Regiment, I. N. G., and various civic societies, escorted Gov. Tanner and his staff, ex-Gov. Altgeld, Senators Mason, Cullom, and Berry, Dr. Andrew S. Draper, Dr. E. Benj. Andrews, Dr. John W. Cook, Prof. Orville Bright and others to the normal grounds. The visitors were there met by a delegation from the city. The address of welcome was given by Col. Ellwood, to which Mr. J. C. H. Bishop responded on behalf of the visitors. Short speeches were made by Gov. Tanner, Senator Berry, Dr. Andrews, and Senator Mason.

After the band concert given during luncheon, the afternoon program opened with a speech by Senator Cullom. Dr. Draper, and Prof. Orville T. Bright also spoke at length. Dr. John W. Cook, president of the school, closed the exercises with a short address. The visitors returned to the city to review the queen's parade, which, due to the bad weather was not so gay as intended. A magnificent ball was given in the evening, which was opened by a minuet by the maids of honor to the queen. It was intended to have a suitable pyrotechnic display later, but the storm prevented.

The final ceremonies of the dedication occurred Sept. 23. The program for the entire affair was carefully planned, and the exercises and several functions were well arranged.

### Student Employment Bureau.

EVANSTON, ILL.—A plan has started in connection with Northwestern university for aiding poor students in obtaining work by means of which they can partially or entirely support themselves while pursuing their studies. Regular employment bureaus have been opened by the Young Men's and Young Women's Christian Associations as organized channels thru which residents of the town can reach students when they desire their services. The cards sent out contain the following list of employments: Waiting on table, caring for furnaces, caring for horses, caring for lawns, caring for walks, caring for offices, sawing wood, typewriting in offices, typewriting at home, typesetting, selling papers, distributing handbills, collecting bills, clerks for Saturday, addressing envelopes, tutoring, bookkeeping, general housework, sewing and mending, caring for children, odd jobs of all kinds.

### \$300,000 for Dartmouth.

HANOVER, N. H.—A munificent gift of \$300,000 has been made to Dartmouth college by Edward Tuck, of the class of '62. The money is to be held as a separate fund known as "The Amos Tuck Endowment Fund," in memory of Edward Tuck's father who was for many years a trustee of the college. The income from this fund is about \$12,000 annually, and this income is to be used exclusively for purposes of instruction. The donor of the fund was for some time after leaving college in the diplomatic service, and later associated with John Monroe & Company, bankers, of New York city. He at present resides in Paris, altho he is still largely interested in American business enterprises.

### Gala Day at the Farm School.

DOYLESTOWN, PA.—More than 700 people attended the third annual meeting of the National Farm Association, at the farm school, Sept. 24, when new buildings were dedicated. The farm school was established five years ago thru the efforts of the present head of the institution, Dr. Kranskopf. It is an agricultural manual training school. The boys attending the institution practically support themselves. At present, however, there are not sufficient accommodations for the number of students desired, and the president has made an earnest appeal for contributions to aid the school. The school is primarily for the benefit of the Hebrew race. President Kranskopf is quoted as saying that he believed agricultural training would rescue the Jewish race; that their long commercial education had not at all unfitted the Jews for such pursuits.

### The Outlook in Boston.

BOSTON, MASS.—The teachers in the Boston schools have been instructed to examine the pupils more carefully than usual and report those who have not been vaccinated. Smallpox has been slightly prevalent in the city and the board of health have taken more precautions than usual to protect the schools. The unusual order has created some uneasiness among both teachers and pupils, for which there is no cause.

The schools opened one week later than usual, and it is estimated that there are 78,000 pupils in the 236 buildings. The applicants at the normal school numbered twenty-five—a few less than on the first day of last year. The entering class at the English high school on Montgomery street is about 450.

Two new primary school-houses were opened for the first time a few days ago on Eighth street, Boston, and another in Webster place, Allston. A four-room primary on Wake Hill and another on Baker street, West Roxbury, are nearly ready for occupancy. The new high school buildings in East Boston, South Boston, West Roxbury, and Dorchester will probably be ready for use by the middle of next year.

### Summer School at Jena.

At the summer school at Jena, Switzerland, this last summer there were about 150 students present. The opening meeting was held in the Burgkeller, where, at the suggestion of Dr. Rein, father of the summer school, each student introduced himself. Jena was the first German university to offer summer courses, as was done first in 1889. The school is known all over the world for its pedagogical courses under Prof. Rein. It has a well equipped practice school, and the local surroundings are most pleasant. The place is full of historic interest and the associations with it of such people as Schiller and Goethe.

### Recent Deaths Among Educators.

NEWARK, N. J.—Prin. William Elmer Bissell, of the Burnet street school, died very suddenly at his home in Newark. An hour before he was taken ill he was walking about as usual. He had recently had an attack of gastritis but had apparently quite recovered. A short time after dinner, on the day of his death, he was seized with a spasm. He recovered but was attacked again and with the third came his death.

Mr. Bissell was born in Stanhope, N. J., in 1856. He was graduated from the state normal school at Trenton. He began his life work of teaching as principal of a school in Brooklyn. He was later a teacher in the Rutgers preparatory school, New Brunswick, and the principal for several years. Thirteen years ago he was made principal of the Burnet street school, this city, where he remained until his death.

Mr. Bissell spared neither time nor effort to place the school under his charge in the best condition possible. He had introduced many new features much to the credit of himself and of the school. He advocated the honorary system and introduced it in 1888. The Burnet street school has sent an average of one-third of its graduates to the high school each year as "honorary pupils." In 1894 the teachers of the grammar department suggested to Principal Bissell the advisability of organizing a society, the object of which would be the exaltation of courteous conduct. This resulted in the "Loyal League," whose members were awarded badges as worthy pupils. Principal Bissell also introduced monthly entertainments in the school. He was interested in the school library, which has grown from thirty-seven volumes to fully 1,000.

At the time of his death he was preparing for an elaborate celebration in honor of Admiral Dewey. One of the features was an arrangement of songs by Mr. Bissell.

MINNEAPOLIS, MINN.—Dr. George A. Hendricks, professor of anatomy in the University of Minnesota, died in this city Sept. 25, of Bright's disease. Dr. Hendricks came to Minnesota in 1889 from the University of Michigan. Mrs. Hendricks is on her way to Honolulu, where she is building a winter home.

MIDDLETOWN, CONN.—Dr. Herman Wadsworth Hayley, instructor of Latin at Wesleyan university, committed suicide at the United States hotel, Boston, Sept. 25, by cutting his throat. Dr. Hayley was about thirty-five years of age and had been connected with the university a little more than two years. He was graduated from Amherst college in 1887, taking a post-graduate course and receiving the degree of Ph.D. at Harvard. He was a brilliant scholar, a successful teacher, and was very popular with the students. He had published several works, of which the most original was probably a Greek play, "Alkestis," issued about two years ago.

Dr. Hayley was at times very melancholy and had recently expressed the fear that he might become insane. He was buried at the home of his widowed mother, West Concord, N. H.

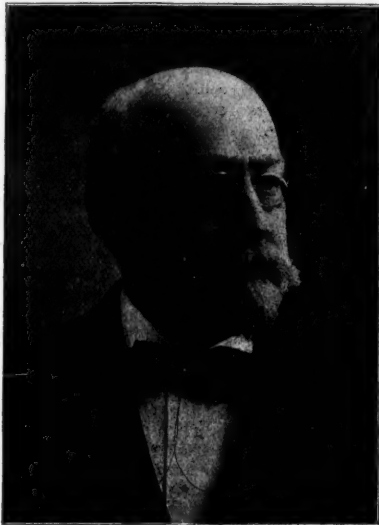
ATLANTA, GA.—Prof. Wm. A. Franz, of the chair of English and literature in Oxford college, committed suicide Sept. 21 at his home. He used a knife inflicting numerous wounds in his neck and lungs. Prof. Franz had assumed the duties of his position only a few days before. He came from Fayetteville, Mo.



**Chairman of Committee on College Requirements.**

Dr. A. F. Nightingale was born of Puritan stock November 11, 1843, in the historic town (now city) of Quincy, Massachusetts. He came upon the stage of life amid the anti-slavery struggle and was reared in an atmosphere surcharged with the eloquence of Garrison and Phillips, of Sumner and Andrew, of Emerson and the Adamsses to all of whom he listened, and whose careers he studied and admired in youth.

He entered a kind of kindergarten school when but three and a half years old and continued his studies without serious interruption, until he was nearly twenty-three, and graduated from Wesleyan university, Middletown, Connecticut, in 1866. He was valedictorian of his class, a member of the Psi Upsilon fraternity and of the celebrated Phi Beta Kappa society. In the summer of 1866 he married the most beautiful and accomplished lady, Miss Fanny Chase, daughter of the Rev. Charles H. Chase, of the New Hampshire Methodist Conference, and with her went to northeastern Iowa to accept the chair of Latin and Greek in the Upper Iowa university, at Fayette, situated then twenty-eight miles from a railroad. The change from the



mountains of New England was a serious one, but Mr. Nightingale became at once a popular teacher.

After two years he accepted the presidency of the Northwestern female college, at Evanston. He was but twenty-five years old, but full of enthusiasm, and he brought this institution to a place among the best female schools in the country.

In 1871, he left Evanston on the consolidation of his school with the Northwestern university, and connected himself for one year with Simpson college, at Indianola, Iowa, and then in 1872 became the first superintendent of the public schools of Omaha, Nebraska. He had a most successful administration, and is considered to-day the father of the splendid school system in that city.

He desired to live in Chicago, and in 1874, at the opening of the Lake View high school, he was induced by an increase of salary to undertake its organization. For sixteen years he gave to this school the richest devotion of his untiring industry, and the people owe to him more than they can ever repay. In 1890, when annexation took place, Mr. Nightingale was elected as one of the assistant superintendents of the schools of Chicago, and in 1892 was promoted to the superintendency of all the high schools, now numbering fourteen and having nearly ten thousand pupils. It was an honor worthily bestowed, and the reputation of the high schools of the city to-day is largely due to the wisdom of his experience, and his tact and ability in unifying the system and enforcing thoroughness into all the instruction. That Mr. Nightingale had the confidence of his associates in the educational field, and in society, is attested by the fact that he has been president of the Nebraska State Teachers' Association, and the Nebraska Sabbath School Association; president of the Illinois State Teachers' Association, and of the secondary department of the National Educational Association. He was the chairman of the National Committee on College Entrance Requirements; he has been president of the Northwestern Alumni Association of Psi Upsilon and of his Alma Mater, and president of the Massachusetts society in Chicago. In 1892, the degree of doctor of philosophy was conferred upon him. Last spring he was elected president of the North Central Association of Secondary Schools and Colleges, and in November led the Republican state ticket by over two thousand votes and was elected trustee of the University of Illinois.

Dr. Nightingale has been a prolific writer on educational topics: his style is terse and logical, and he is the editor-in-chief of the recently started, and already popular, "Twentieth Century Series" of text-books for secondary schools and colleges. He is also an orator of force and persuasion, and is recognized among his associates as a master of English.

**In and Around New York City.****Pay Rolls Made Out.**

Manhattan teachers will receive their increase of salary under the Ahearn law as soon as some minor questions in regard to the measure are decided. The amount due the teachers covers the months of April and May.

Teachers college, Columbia university, will open the regular classes October 3. There are ten additions to the corps of instructors. Among these are, Miss Eva J. Blanchard, for the primary grades in the Horace Mann school; Mr. J. Summerfield Salter, instructor in French, and Charles F. von Saltza, instructor in drawing. The prospective attendance is much larger than last year at this time.

**Millions for Schools.**

The amount for school purposes for the year of 1900 will amount to \$17,000,000 exclusive of \$16,000,000 which will be asked for, from the corporate stock account, for buildings and sites. The general school appropriation estimated as above is \$4,000,000 more than last year.

**High School Teachers' Association.**

The high school teachers of the boroughs of Manhattan and the Bronx are forming an association which shall have the same relation to their schools as the Teachers' Association does to the elementary schools. The preliminary steps were taken for the organization last spring, and the present movement has no bearing on the attitude of the school officials in regard to high school licenses.

**Queens.**

Supt. Stevens, of Queens borough, says that since the consolidation of the city many children have been compelled to go long distances to school, where before they could have a place in a school near by. Of course, if the children live within the city limits they must attend city schools, but the little ones cannot walk three or four miles, especially in winter. It is probable that stages will be employed this year. The attendance is not large in any one section and school money is apportioned according to attendance, consequently new school buildings are not in prospect as yet.

**News from Philadelphia.**

PHILADELPHIA, PA.—The 75th anniversary of the Franklin institute will be observed Oct. 2, in the auditorium of the export exposition. The observance should properly have occurred last February, but had to be postponed. The celebration will last six days, during which time each separate section will conduct anniversary exercises, winding up with a special meeting of the whole body on the last day.

PHILADELPHIA, PA.—Arrangements have been made whereby the school children may be taken to Fairmount park and the Zoological garden once or twice during the year, such visits to be regarded as part of the regular work. The classes will go at different times, under the charge of their teachers. The visits will furnish ample and useful material for nature study. The superintendent of schools is allowed 125,000 tickets to the garden annually for the use of teachers and pupils, thru the generosity of the managers.

PHILADELPHIA, PA.—The evening schools will be opened for the fall term October 16. There is only about \$11,000 left for maintaining the night schools, and the city council has been asked to make an additional appropriation of \$30,000 for this purpose.

Supervising Prin. Edward Gideon, of the Meade Combined grammar school has completed fifty years of service as a teacher. He was born in Philadelphia, received his education here, and did most of his teaching here also. He has had more than 20,000 boys, and between 6,000 and 7,000 girls under his care, and for many years he has promoted annually from 90 to 100 pupils to the higher schools.

At a special meeting of the board of education called for that purpose, Supt. Brooks recommended that fifty-five pupils who failed in the examination for entrance to the high schools last June be re-examined. All of these applicants attained the required general average of seventy or upward, but failed to secure the minimum of fifty in either language or arithmetic.

PHILADELPHIA, PA.—The American Society for the Extension of University Teaching, began its tenth season Sept. 26, with a lecture at Morristown, by Dr. Edward Howard Griggs, on "The Cities of Italy and Their Gift to Civilization." The society is in prosperous condition, and the coming year promises to be most successful.

PHILADELPHIA, PA.—There is still need for more schools in this city. The ten that are now building will go far towards supplying the need, but they will not be ready for use before next summer and by that time the number seeking admission will be increased. If the law requiring parents to send their children to school and the law against the employment of

children in factories were more strictly enforced, there would still be lack of accommodations after the new buildings are completed. It would be well to dispense with thousands of items of city improvements for the sake of making the schools ample and adequate for all the children of school age.

The Philadelphia Law school of Temple college began its fifth term this month. Five years ago a few students made an earnest plea for evening instruction in law and it has resulted in the establishment of a department giving a full and comprehensive course. As it is the only evening law school in this city it has opened an avenue hitherto closed to clerks and others who are employed during the day. The course covers four years of nine months each. Every class meets three evenings a week and as members of the faculty are all lawyers, they bring to the school-room practical views of legal principles.

Dr. Roach, of the Twenty-ninth sectional school board, calls attention to the fact that \$25,000 is being spent on the kindergarten for children under school age. Without doubt, the kindergarten is very desirable and valuable, but just now when eight thousand children are put on half time or crowded out altogether, he believes that rooms in the regular schools should not be used for those under school age.

### Interesting Notes from Everywhere.

An industrial school of one of the Belgian provinces has sent to the exposition in Ghent a set of maps of the cantons of the province. All the means of transportation are carefully indicated, together with the industries in the various sections. The manufacturing interests are indicated by miniatures of the products attached to the maps, as chairs, tables, bottles, engines, cars, sugar, cotton, etc.

Student life in Russia is becoming irksome. Hereafter those who create or assist disorder, must serve in the army for from one to three years. The same rule affects those who refuse to pursue their studies. Education in the czar's domain is attended with more regulations and restrictions than instruction.

A proposition has been made by the public libraries, that they be allowed to send books to their readers at publishers' rates, one cent a pound, instead of the usual charge of eight cents a pound. This would mostly increase the usefulness of metropolitan libraries to the surrounding country. It would only be necessary for the post-office department to rule that libraries having regular subscribers are news agencies, for them to be enabled to claim the benefit of the law.

LAKE FOREST, ILL.—Prof. J. J. Halsey, head of the department of political and social science in Lake Forest college, has been elected dean of the college and chairman of the faculty. Prof. Halsey has been a member of the Lake Forest faculty ever since 1878. He is known to many generations of students by whom his election to the deanship will be especially appreciated.

MORGANTOWN, W. VA.—Several changes have taken place in the policy of West Virginia university. Hereafter only the degree of bachelor of arts will be conferred for academic work, all courses leading to that degree whether they include the classics or not. The only exception will be the degrees in the engineering and law colleges. The elective system has been adapted to its full extent, and further, a domestic science department is to be opened October 1. The university is to be run in the future, as during the past two years on the continuous session plan, four terms to the year. The number of students in the university has increased more than 200 per cent. in the last few years.

GERMANTOWN, PA.—The school board at the last meeting refused to allow the reorganization of the schools. It is reported that the board has been mismanaged in regard to the local school affairs. The school population is not evenly distributed; many children are compelled to go long distances when they should rightfully be enrolled in a school much nearer; many of the classes have fallen off in attendance. At present the board is torn by personal animosities, and are fighting each other instead of solving the school problem.

BOSTON, MASS.—At the meeting of the school board, Sept. 12, the sanitary condition of the Weston primary school was again discussed. The board of health suggested that the building should be closed till its sanitary arrangements were improved. The board decided the Weston school was in no worse condition than twenty others—and there are a few of those others that should be closed also.

ALBANY, N. Y.—The Albany academy has been offered an endowment of about \$50,000, if the present indebtedness is cleared up. Mr. Frederick P. Olcott, the donor, was educated at the academy. He is now president of the Central Trust Company.

ELSBERRY, MO.—State Supt. W. T. Carrington delivered a lecture before a large and appreciative audience in this city a few evenings since. His subject was "Agriculture and Horticulture."

MIDDLETOWN, CONN.—The question of co-education at Wesleyan university has caused much agitation on the part of students and alumni. The expression of the male members of the college, the omitting of all mention of the young ladies in the college annual, and other things have brought about an official investigation. It is to be conducted by an official committee, to consist of four members of the board of trustees, two alumni, and two members of the faculty, besides the president.

CHICAGO, ILL.—Prof. Herman von Holst, the well-known historian at the University of Chicago, is very ill from nervous trouble, and will give up his work in the university for the coming quarter.

Dr. G. W. Northrup, head professor of systematic theology, has handed in his resignation, owing also to ill health. Dr. Northrup is seventy years old, and was one of the first to interest Mr. Rockefeller in the plan of starting the university.

PHILADELPHIA, PA.—The city is at last beginning to realize the fact that more schools are needed. Ten new buildings are in course of construction, besides the new high school. But the immediate needs are pressing. The new buildings will not be finished before the summer of 1900, and there are now more than enough children to fill them, with 8,000 children unprovided for, and 9,000 children of school age who are not in school. By the next year there will be a still further increase. In addition, if the laws regarding child labor in factories are more strictly enforced, many more children should attend school.

FALL RIVER, MASS.—E. R. Champlin, of Fall River, has brought a petition before the local school committee regarding the compulsory vaccination law. His son was refused admittance to school because of non-vaccination. Mr. Champlin does not believe in the validity of the law, or its necessity. The question will probably be tested thru the courts.

LARAMIE, WYO.—Representatives from fifty-eight American colleges have spent the past summer prospecting in Wyoming for fossils and other scientific specimens. The members of the party, numbering nearly one hundred, were guests of Wilbur C. Knight, of the State university. The scientists started on horseback late in July. They visited many of the well-known scientific fields, and some new ones. It was in this section of Wyoming that so many of Yale's treasures were found, under the direction of Prof. Marsh. The representatives of Bayard university, of Texas, also unearthed a plesiosaur. Each of the party obtained much valuable material, and all report a most successful outing. Many of the scientists are still at work and will not leave till cold weather.

PRINCETON, N. J.—Pres. Patton announced in connection with his address at the opening of the school year that ex-President Cleveland is to be identified to some extent with Princeton university. He will give a course of lectures during the coming year bearing upon the public life of the nation and current topics. This course is made possible thru the beneficence of Mr. Stafford Little, who has given \$10,000 for a permanent lectureship.

PHILADELPHIA, PA.—Dr. W. W. Roach, secretary of the twenty-ninth sectional school board has pointed out that while many children cannot find accommodations in the schools for lack of room, much money and space are given to kindergarten work. Dr. Roach intimates that what resources are available should be directed to the public school proper; that the public school's first duty is to those of school age, and then if circumstances allow, kindergartens may be established. These kindergartens cost about \$25,000 per year now.

JEFFERSON CITY, MO.—State Supt. W. T. Carrington, has completed the annual apportionment of school moneys for the state of Missouri. The net amount apportioned is \$923,950. Of this St. Louis has \$150,563, a sum considerably larger than that received by any single county of the state. The money is divided according to the population.

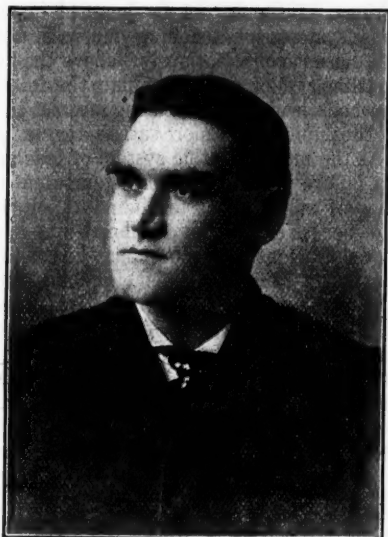
PITTSBURG, PA.—Friction between the public school authorities and those of the parochial schools has been in evidence for some time. The public school authorities now grant no concessions whatever to the clergy, and children from parochial institutions have not the privileges granted others but are compelled to pass extra examinations. The school board claim that these parochial schools are on the same plan as private institutions, are not inspected or supervised, and that the efficiency of their teaching must be tested by examinations.

### Chicago Principals.

The Chicago Principals' Association will hold the first meeting of the year, Saturday, October 7. Supt. Andrews will make an address. Among the lecturers who have promised to speak before the association during the year are the following: Dr. William T. Harris, U. S. commissioner of education; Dr. Nicholas Murray Butler, Columbia university; Pres. David Starr Jordan, Leland Stanford university; Supt. F. Louis Solodah, St. Louis, Mo.



## Prominent Institute Workers.



Dr. Martin G. Brumbaugh.

Probably there is no more popular lecturer in the teachers' institutes of Pennsylvania than Dr. Martin G. Brumbaugh, professor of pedagogy in the University of Pennsylvania. His services are constantly sought also by the institutes of Delaware, Maryland, New Jersey, Massachusetts, Kentucky, Ohio, Indiana, and Louisiana, where he was originally called to establish the Pennsylvania system of teachers' institutes.

Dr. Brumbaugh was born in Huntingdon county, Pennsylvania, in 1862, received his early education in the state normal school at Millersville, and was graduated from the scientific course of Juniata college in 1885. For two years he taught in his *alma mater*, and was then called to the superintendency of his native county, a position which he held until 1890. Then followed work in the graduate schools of Harvard, and the University of Pennsylvania, culminating in the degree of doctor of philosophy in 1894. This same year he was called to the presidency of Juniata college, an institution belonging to the Brethren, or Dunkers.

When in 1895 a chair of pedagogy was established in the University of Pennsylvania, Prof. Brumbaugh was elected to the position. Altho a young man, he had had large experience in practical educational affairs and had made many contributions to theoretical pedagogy. His courses immediately became very popular and in the four years of its existence, the pedagogical department in the University of Pennsylvania has made rapid progress.

Prof. Brumbaugh's literary work includes many short addresses, sermons, essays, and a volume of "Juniata Bible Lectures" delivered before his college classes. In collaboration with Dr. Joseph S. Walton, he has written a book of "Stories of Pennsylvania," and together they are publishing a series of "Liberty Bell Leaflets" which contain reprints of historical matter relating to the Middle States. A little over a year ago, the Cassell library containing an invaluable collection of Pennsylvania antiquities was purchased by Dr. Brumbaugh, and he immediately set about completing his "History

of the Brethren" which appeared early last spring. He is a minister among the Brethren and peculiarly well fitted to write the first history of the denomination. His latest work is a series of "Standard Readers" which is just appearing.

Prof. Brumbaugh is a member of the Pennsylvania Historical Society, of the Pennsylvania German Society, and of many educational associations. He has always been a man among men, and an indefatigable worker to secure rational legislation for the Pennsylvania school system. He is distinguished for his virile, independent, but conservative thought on educational problems.

### Important Educational Meetings.

Oct. 13-14.—Connecticut State Teachers' Association, Hartford. Sec'y, S. P. Willard, Colchester.

Oct. 18-20.—New York State Council of School Superintendents, at Poughkeepsie.

Oct. 18-20.—New York State Council of School Boards, at Poughkeepsie.

October 19-20-21.—Northeastern Iowa Teachers' Association at Independence.

Oct. 26-28.—Rhode Island Institute of Instruction at Providence. President, Frederick W. Doring, Woonsocket; secretary, Nathan G. Kingsley.

November 2-3-4.—The Southwestern Iowa Teachers' Association, at Creston.

Nov. 3-4.—Central Ohio Teachers' Association, at Springfield. Chairman of executive committee, Supt. W. McK. Vance, Urbana.

Nov. 24-25.—Massachusetts Teachers' Association, at Boston. Sec'y, Mr. Lincoln Owen, Boston.

Dec. 1-2.—Association of Colleges and Preparatory Schools of the Middle States and Maryland, at the state normal school, Trenton, N. J.

Dec. 17-19.—Iowa State Teachers' Association, at Des Moines. Sec'y, Carrie M. Gooddell, Corydon.

Dec. 26-27-28-29.—Indiana State Teachers' Association, Indianapolis. Pres., W. H. Glasscock, Bloomington; sec'y, J. R. Hart, Lebanon.

Dec. 27-29.—Southern Educational Association, at Memphis, Tenn. Pres., Junius Jordan, Fayetteville, Ark.; sec'y, P. P. Claxton, Greenboro, N. C.

Dec. 27-29.—Montana State Teachers' Association, at Helena. Sec'y, Miss Lillian Carey, Boulder.

Dec. 26-28.—Illinois State Teachers' Association at Springfield. Pres., Albert G. Lane, Chicago; first vice president, J. D. Shoop, Paris; sec'y, Joel M. Bowley, Carbondale; treas., Walter R. Hatfield, Pittsfield.

Dec. 26-28.—Kansas State Teachers' Association, at Topeka. Sec'y, Miss Helen Eacker, Minneapolis, Kan.

Dec. 26-28.—Minnesota Educational Association, at St. Paul. Pres., J. D. Bond, St. Paul; sec'y, W. G. Smith, Minneapolis.

Dec. 27-29.—Maine Pedagogical Society, at Bangor. Sec'y, Prin. R. E. Cole, Bath.

Dec. 27-29.—North Dakota Educational Association, at Grand Forks. Pres., W. L. Stockwell, Grafton; sec'y, Geo. Martin, St. Thomas.

Dec. 27-28.—Missouri State Teachers' Association at Jefferson City. Pres., Dr. R. H. Jesse, State university, Mo.; sec'y, Supt. O. H. Stigall, Chillicothe.

Dec. 28-29-30.—New Jersey State Teachers' Association Trenton.

Holiday Week.—Conference of New York State Associated Academic Principals, at Syracuse. Pres., D. C. Farr; sec'y, S. Dwight Arms.

Holiday Week.—Conference of New York State Grammar School Principals, at Syracuse.

Holiday Week.—Colorado State Teachers' Association, at Denver. Sec'y, F. J. Francis, Denver.

## A School Latin Grammar.

DR. CHARLTON T. LEWIS, Editor of Lewis's Latin Dictionaries, speaks of the book as follows: "A splendid piece of work, incomparably superior to any other of its class. I have read it through with deep interest, and with perpetual admiration for its neatness, comprehensiveness, precision. \* \* \* As far as I can see, the line has been drawn with sound judgment between what is essential and what can be spared, and the little book contains just what the beginner needs, no more. I have never seen a school-book more nearly perfect in its own sphere." **A SCHOOL LATIN GRAMMAR.**—Based upon Lane's "Latin Grammar," Edited by Dr. Morris H. Morgan, of Harvard University. \$1.00. Introduction, 80 cents. HARPER & BROTHERS, Publishers, Franklin Square, New York City.

### Musical Instruction in the Schools. III.

By GEORGE WHELPTON, Buffalo.

The custom of requiring grade teachers to give musical instruction in the public schools, originated in an Eastern city many years ago, and is encouraged by the leading publishing houses of musical literature to increase the use of their books and charts in the public schools. This method of teaching appears to be all right in theory; but, in practice, it is a most dismal failure. It is difficult to oppose because it appeals to the taste of ward politicians and gives them an opportunity to provide for musical friends desirable positions, as special teachers of music, that interfere but little with other occupations in which they find it advantageous and profitable to engage.

Not that all special teachers are so engaged, but many of them are. Supervisors of music do not, as is generally supposed, teach music in the schools. A few of them do but the majority do not. They instruct the grade teachers and these teachers are expected to transmit this instruction to the children. This system of teaching by proxy would be productive of good results if these teachers were intelligent musicians, sight-readers, and singers; but, unfortunately, most of them are not, and are no better able to teach singing, after a lesson from the supervisor, than before. The few of them that are well qualified to teach are often actually hampered by the restrictions of the supervisor who gives them a certain number of pages, in such text-books as I have already described, to teach to their pupils until they receive further instructions from him. What would be said of a school that professed to teach German or French thru the grade teachers? To learn these languages the student must come in direct contact with a teacher who can speak them, and to learn to sing a child must come in direct contact with a teacher who can sing. The teacher's ability as a composer, pianist, or organist will not help the child,—the teacher must be able to give correct examples of tone production and singing for children to imitate.

But, it is argued, it is perfectly natural for children to sing. So it is. It is perfectly natural for them to talk, but how they talk depends entirely upon the examples given them. And so with singing. A teacher who cannot sing, cannot teach a child to sing, any more than a teacher who cannot talk can teach a child to talk.

Again, it is said that some of the greatest teachers of singing in the world cannot sing a note. That is a mistake. The greatest teachers in the world were great artists before they were great teachers, and this is no less true of singing than of the piano, organ, or violin. But what has that to do with teaching music in the public schools? The people who go to those teachers are already artists and go to them, not for the fundamental principles of music, but for perfection in the highest form of the art of interpretation, expression, and execution.

#### Some Methods in Use.

But how is music taught in the public schools? Something like this. The supervisor of music calls the teachers of certain grades together and explains to them how they should teach certain theoretical exercises and studies. He plays upon the piano the melodies and part-songs to be practiced, to show how fast they should be sung. As few grade rooms have pianos, and few teachers could remember the *tempo*, each teacher is provided with a swinging device called a metronome. They are instructed to set the metronome at certain numbers and the vibrations will indicate the *tempo* desired. As few teachers have any knowledge of theory, sight-reading, rhythm, or singing, we know from experience what the result of their efforts will be.

It is an outrage on justice to oblige teachers, who know nothing of music, to give instruction in singing in the public schools; and, but for their pleadings, and my deep sympathy for them, this article would never have been written. But, if grade teachers object to teaching music, why do they not make their objections known to the super-

intendent of schools? Because they believe that such a course would be considered an act of insubordination which would make it uncomfortable for them in the schools, even if it did not ultimately result in the loss of their positions. I should not be justified in criticising the various systems of teaching music in the public schools if I did not conscientiously believe that a system could be outlined which would eliminate the defects in the present methods, lead to an increasing interest in music on the part of the pupils and be more satisfactory in its general results. As the most scientific system of teaching music would be a failure in the hands of incompetent teachers, the selection of well qualified teachers is absolutely necessary to the success of any suggestions I may make. Indeed, the qualifications of teachers may be considered the most important feature of the method suggested; for, without them, the method is nothing. Intelligent judgment of the merits of a system of teaching music cannot be passed until the children from the lowest primary grade have reached the high school. If, at that time, they read music readily, sing correctly and artistically, they have been well taught; if not, they have been the victims of bad methods, or incompetent teachers.

(To be continued.)

#### Political Assessments for Judges.

The astonishing fact was revealed by the judges of New York city, who are called to testify before the Mazet committee that they had contributed from \$2,000 to \$15,000 to political campaign funds as a prerequisite to receiving the nomination. It was hinted that some of these judges might have borrowed the money which they paid for the nominations and would thus be under obligations that would really be a mortgage on the positions they held.

It is held that judges represent no political party, and hence there is no special reasons why political parties should support their candidacy. If they are assessed, therefore, for campaign contributions it is really the price of a nomination and is used, not to promote their election, but to serve the other purposes of the party. ■

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The most striking figure in the French army is the war minister, General the Marquis de Gallifet. He is almost seventy years old. At twenty-five he was specially mentioned in an order of the day for heroism before Sebastopol. In 1871 he ruthlessly put down the Commune; it was alleged that he shot down rebels without trial. Hence when he entered the chamber of deputies the other day, the old Communists shouted, "Down with the assassin!" He fought in Africa, Italy, and Mexico. He has wonderful skill as a strategist and is the greatest authority on European cavalry tactics. De Gallifet is friend of Picquart. Hence when he accepted his present office there was a great outcry from the anti-Dreyfusards. His reply was, "I am very much honored and in nowise frightened."

#### Honors to the Memory of Goethe.

All the German-speaking nations and the entire literary world rendered honor recently to the memory of Johann Wolfgang Goethe, the giant of German literature, on the occasion of the one hundred and fiftieth anniversary of the great poet's birth. The birthplace of the poet at Frankfurt-on-the-Main was crowded with visitors from all parts of Europe and America.

#### Russia's Asiatic Seaport.

The advanced post of the Russian empire in the far East is Vladivostok, which has been transformed in a few years from a desolate waste to an impregnable stronghold. The securing of Vladivostok as a harbor is the result of the Crimean war. During that struggle Russia found herself severely crippled in eastern Siberia by the Pacific squadron of the British fleet, which blockaded the entrance to the Amur river and prevented the transportation of supplies. The necessity for a naval station on the Manchurian coast became apparent. As a result a territory about the size of England was obtained by Russia from China, including the harbor of Vladivostok, which is open the year around.

The harbor of Vladivostok is excellent. Its commercial importance is great, owing to its nearness to China, Korea, and Japan. The greatest value of the port to Russia, at least for the present, is as a military and naval base, for which it is admirably adapted, by reason of its being the terminal of the Trans-Siberian railroad.

It seems clear that Russia has a sinister purpose in expediting the completion of the railroad and in filling the country with her soldiers and establishing an impregnable fortress at Vladivostok. It was only recently that Russia informed China that the proposed agreement between China and Japan was exceedingly distasteful to Russia, and its ratification would be attended with serious results. By this means the Russian Bear is simply taking one step nearer to Peking, and China is unable to withstand the aggressions of Russia, especially when the latter's demands are backed up by large bodies of well-disciplined troops, and facilities are at hand for largely reinforcing this military body. The outcome of Russia's policy seems clear and inevitable. In the break-up of China Russia evidently intends to secure a large portion of the most desirable territory, and obtain an outlet as far to the south as possible.

#### Philadelphia Export Exposition.

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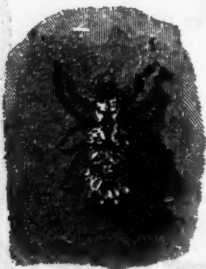
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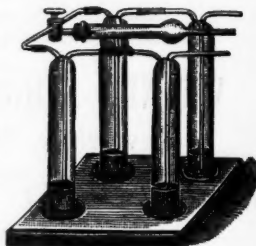
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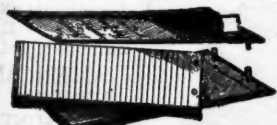
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